



JESSE S BOBO ELEMENTARY

495 Powell Mill Road
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	593 Students	
Principal	Patrick Suber	864-576-2085
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Below Average	At-Risk
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

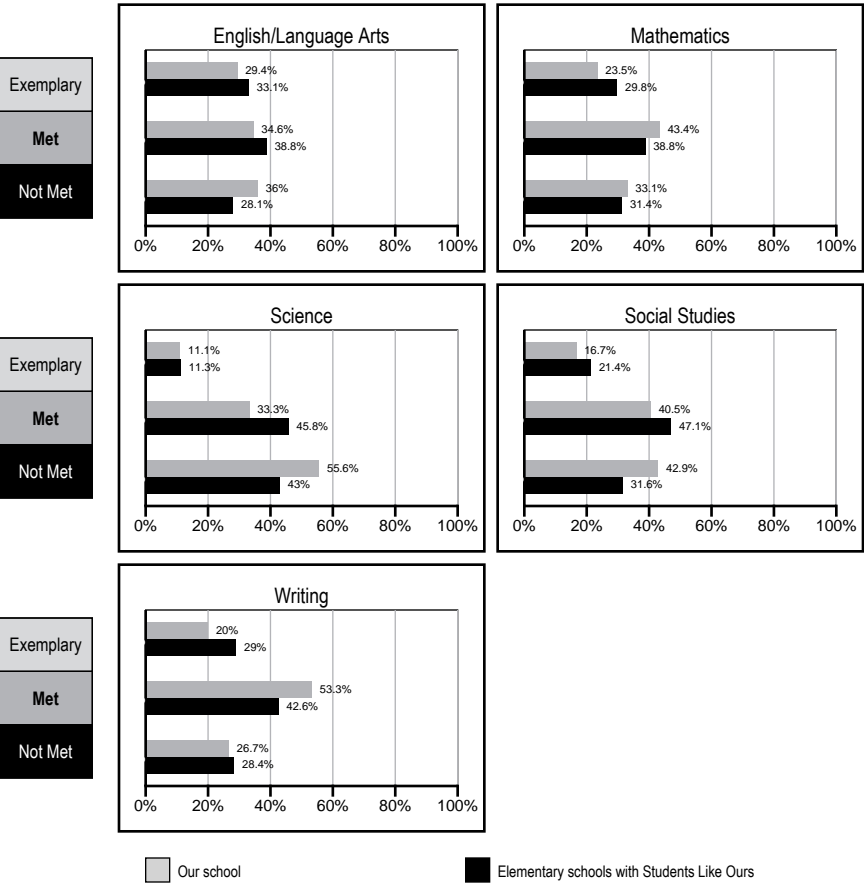
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	99	14	4

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=593)				
First graders who attended full-day kindergarten	100.0%	Up from 87.7%	100.0%	100.0%
Retention rate	1.8%	Down from 2.2%	1.5%	1.1%
Attendance rate	95.9%	No Change	95.9%	96.2%
Served by gifted and talented program	13.6%	Up from 11.5%	9.1%	13.4%
With disabilities other than speech	1.8%	Down from 10.0%	4.5%	4.1%
Older than usual for grade	0.5%	Up from 0.0%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	67.5%	Down from 70.0%	60.3%	62.5%
Continuing contract teachers	77.5%	Up from 75.0%	87.5%	88.2%
Teachers returning from previous year	78.5%	Up from 75.8%	86.9%	87.8%
Teacher attendance rate	95.3%	Up from 95.2%	95.1%	95.2%
Average teacher salary*	\$47,404	Down 1.0%	\$45,996	\$46,773
Professional development days/teacher	7.1 days	Down from 13.0 days	10.5 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 23.1 to 1	19.4 to 1	19.9 to 1
Prime instructional time	90.6%	Up from 90.4%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	6.9%	Down from 87.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,209	Down 15.6%	\$7,491	\$7,447
Percent of expenditures for instruction**	66.8%	Down from 67.0%	67.4%	68.4%
Percent of expenditures for teacher salaries**	65.5%	Up from 65.0%	64.4%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2010-2011 school year was a pivotal year for Jesse S. Bobo Elementary School. New and exciting programs were launched while we remained steadfast in researching and incorporating effective practices for fostering growth in all students. Our daily efforts are committed to providing all children with every opportunity for higher academic achievement. Our school year commenced with the report that our school had met the 17 performance objectives required for Adequate Yearly Progress (AYP). Although our school achieved AYP, we are dedicated to staff development opportunities for teachers. Analyzing PASS, MAP, DIBELS scores and classroom grading systems, we are able to determine areas of deficiencies and implement the SRA reading program for every student in grades K-5. Early Bird passes to computer lab, the Media Center, Thinking Skills games, and physical activities in the gym provided our students with early morning exercise for the brain and body.

Students, faculty, staff, and school family members also participated in a variety of service learning activities which included the American Heart Association (Jump Rope for Heart), American Cancer Society (Relay for Life), and the United Way.

As we approach the 2011-2012 school year, Jesse S. Bobo Elementary School will continue to ensure that our students are provided a rigorous curriculum that will enable all students to become independent learners.

Patrick Suber, Principal
Robin Ballenger, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	44	34
Percent satisfied with learning environment	74.1%	79.5%	81.3%
Percent satisfied with social and physical environment	81.5%	84.1%	87.5%
Percent satisfied with school-home relations	57.7%	84.1%	78.8%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.2%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	162	99.4	36	34.6	29.4	81.6	82.9	82.4	Yes	Yes
Gender										
Male	88	100	46.1	27.6	26.3	76.3	78.9	78.7	N/A	N/A
Female	73	100	23.3	43.3	33.3	88.3	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	29	100	40	40	20	76	89	88.9	I/S	I/S
African American	107	100	37.9	37.9	24.1	78.2	75	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.5	93	I/S	I/S
Hispanic	19	100	22.2	22.2	55.6	100	76.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83	I/S	I/S
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	50	44	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	35	25	40	95	76.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	35.3	35.3	29.4	82.4	77.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	162	100	33.1	43.4	23.5	76.5	83.3	81.9	Yes	Yes
Gender										
Male	88	100	36.8	40.8	22.4	72.4	81.4	79.9	N/A	N/A
Female	73	100	28.3	46.7	25	81.7	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	29	100	28	48	24	80	89	88.9	I/S	I/S
African American	107	100	39.1	43.7	17.2	73.6	73.7	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.7	94.6	I/S	I/S
Hispanic	19	100	22.2	22.2	55.6	77.8	83	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	84.4	I/S	I/S
Disability Status										
Disabled	27	100	66.7	22.2	11.1	38.9	42.9	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	25	40	35	75	82.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	32.8	44.5	22.7	77.3	78.2	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	106	100	55.6	33.3	11.1	44.4	68.8	68.6
Gender								
Male	60	100	62.7	25.5	11.8	37.3	68.4	68.3
Female	45	100	46.2	43.6	10.3	53.8	69.1	68.9
Racial/Ethnic Group								
White	22	100	52.4	33.3	14.3	47.6	79.8	80.7
African American	69	100	60.7	32.1	7.1	39.3	54.3	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	76.6	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	60	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	55.2	70.8
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	15.4	31.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	42.9
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	59.1	60.7
Socio-Economic Status								
Subsidized meals	84	100	53.2	36.4	10.4	46.8	59.4	57.3

Social Studies

All Students	106	100	42.9	40.5	16.7	57.1	72.6	72.5
Gender								
Male	60	100	47.1	35.3	17.6	52.9	72.2	72
Female	45	100	36.4	48.5	15.2	63.6	73	73.1
Racial/Ethnic Group								
White	16	100	50	25	25	50	80.6	81
African American	69	100	47.2	45.3	7.5	52.8	59.8	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.3	89
Hispanic	17	100	25	37.5	37.5	75	71.3	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	77.3	73.5
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	18.2	33.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	17	100	35.3	47.1	17.6	64.7	70.7	69.7
Socio-Economic Status								
Subsidized meals	86	100	41.3	42.7	16	58.7	65	62.9

Abbreviations for Missing Data

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N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	50	98	25	54.5	20.5	75	72.4	73.2	95.9	96.4
Gender										
Male	19	100	38.9	50	11.1	61.1	65.6	67.2	95.9	96.4
Female	31	96.8	15.4	57.7	26.9	84.6	79.5	79.4	95.8	96.4
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	80.9	81.5	94.6	96.1
African American	39	100	25.7	60	14.3	74.3	62.7	61.3	96.1	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.8	87	97.2	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.4	66.7	96	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	72.2	91.2	94.7
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	20.1	26	95	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	93.7	97.4
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.7	65.7	96.7	96.7
Socio-Economic Status										
Subsidized meals	43	100	20.5	59	20.5	79.5	63.6	63.2	96	96.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	38	100	21.6	24.3	54.1	78.4
	4	48	100	52.3	34.1	13.6	47.7
	5	54	100	38	28	34	62
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	63	100	28.3	28.3	43.4	71.7
	4	49	98	47.4	34.2	18.4	52.6
	5	50	100	35.6	42.2	22.2	64.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	38	100	24.3	40.5	35.1	75.7
	4	48	100	54.5	34.1	11.4	45.5
	5	54	100	50	34	16	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	63	100	30.2	37.7	32.1	69.8
	4	49	100	26.3	52.6	21.1	73.7
	5	50	100	42.2	42.2	15.6	57.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	19	100	33.3	33.3	33.3	66.7
	4	48	100	63.6	34.1	2.3	36.4
	5	27	100	40.7	40.7	18.5	59.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	32	100	53.6	25	21.4	46.4
	4	49	100	55.3	36.8	7.9	44.7
	5	25	100	58.3	37.5	4.2	41.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	20	95	36.8	42.1	21.1	63.2
	4	48	100	61.4	31.8	6.8	38.6
	5	27	100	52.2	43.5	4.3	47.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	32	100	40	36	24	60
	4	49	100	42.1	44.7	13.2	57.9
	5	25	100	47.6	38.1	14.3	52.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	40	92.5	18.9	40.5	40.5	81.1
	4	48	100	47.7	38.6	13.6	52.3
	5	56	100	41.2	37.3	21.6	58.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	50	98	25	54.5	20.5	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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